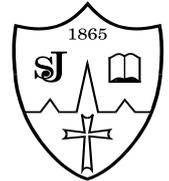


St. James' C of E Primary School

Equality Policy

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Written by: Mrs Lisa Harford
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Aims

At St James' C of E Primary School we provide equality in all aspects of the school. This includes race, gender, disability, faith (or no faith), sexual orientation, gender reassignment; marriage and civil partnership, language, age or social circumstance. The school is committed to an inclusive ethos based on respect for everyone (pupils, staff, governors, parents and the community); celebrating the achievements of all at St. James' irrespective of who they are and strive to eliminate discrimination wherever it exists. We strive to prepare pupils for life in a diverse and ever changing society through a number of ways including:

The school takes steps to promote equality of opportunity and access; promote racial equality and positive race relations, oppose all forms of prejudice and discrimination and ensure all with a disability have access to the school and the curriculum. All protected characteristics are important here.

This policy is supported by our PSHCE curriculum and we recognise the importance of safeguarding vigilance for vulnerable groups such as those that are adopted out of care, are disabled and have barriers to language, all vulnerable children and adults are supported whatever their needs. Feeling safe is a requirement for cohesiveness, confidence and self-esteem for all. This policy supports the Equality Act 2010.

Opportunities to support this include (but is not exclusive);

- ☐ Citizenship and PSHE sessions in class, phase and as a school
- ☐ Taking action to eliminate discrimination and harassment through our values and tackling comments and actions via our behaviour policy
- ☐ Ensuring that methods of assessment do not disadvantage pupils for whom English is an additional language or those that are disabled or have barriers to learning
- ☐ Purchasing resources which will reflect physical, ethnic and cultural diversity
- ☐ Planning opportunities for children to discuss issues of equality
- ☐ Visiting local places of worships such as a Church, Mosque, Synagogue
- ☐ Making use of artists from a variety of cultural background to introduce art, drama, dance or music from around the world

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body

The governing body is responsible for ensuring that the school complies with Legislation (Equality Act 2010); and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Headteacher and Leadership team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Senior members of staff will also:

- Raise awareness of the policy with all groups.
- Promote equality of opportunity between disabled and non-disabled people, women and men and between different racial groups
- Eliminate discrimination and harassment on the grounds of disability, sex, race or ethnicity, sexual orientation, sexual reassignment, marriage or partnership and religion or beliefs (or no beliefs).
- Promote positive attitudes towards all people.
- Encourage participation of all people's needs.
- Ensure the school has an action plan for the equality duties.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

Visitors and Contractors

Visitors and contractors are responsible for following our Equality Policy Statement

The school will consider and plan to involve pupils, staff, parents and other users of the school in relation to the race, disability and gender equality duty.

The school will continue to take into account the preferred means of communication for those with whom they are consulting.

The school will ensure the involvement of a range of people and hear a range of views regarding the protected characteristics and supporting their choices, needs and opinions.

Information gathering

The collection of information is crucial to supporting St James' C of E Primary School in making decisions about what actions would best improve opportunities and outcomes for pupils, staff and parents. The information will also subsequently help us to review our performance.

Information will be detailed enough to enable us to measure the delivery on equality duties relating to disability, race and gender, to assess the impact of the changes made and to help the school identify which of our priorities have been achieved.

Information to be gathered

- Recruitment, development and retention of disabled employees, women and men from different racial backgrounds.
- Educational opportunities available to and achievement of disabled, female and male pupils and pupils from different racial backgrounds.
- Identification of disabled pupils, parents, carers, staff and other users of the school to develop the Action Plan (All efforts to be made to collect information)
- Activity choices of both genders
- Bullying and harassment on the grounds of the protected characteristics

Promoting equality and Managing Diversity Staffing – employment and training

The School adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and Gloucestershire LA guidelines.

We will take steps to encourage people from underrepresented groups to apply for positions at all levels in the School and ensure recruitment and selection procedures are monitored.

Equality and diversity issues are reflected in our School's employment practices.

Everyone associated with the School is informed of the contents of the policy.

All staff and visitors must support the ethos of the School, promoting equality and challenging bias and stereotyping wherever it is observed.

We will ensure that staff training continually highlights equality issues.

Equality is incorporated in the induction programme for new staff

The skills of all staff, including non-teaching and part-time staff are recognised and valued.

All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

Curriculum, Assessment, Pupil Achievement and Progress

This School expects the highest possible standards and provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis. A range of methods and strategies are used to assess pupil progress.

Assessments are analysed for gender, culture and social issues, taking into account access issues. We will analyse pupil performance by ethnicity, gender, disability and special

educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

All pupils participate in the mainstream curriculum of the School. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- ☑ boys and girls;
- ☑ pupils learning English as an additional language;
- ☑ pupils from minority ethnic groups;
- ☑ pupils who are gifted and talented;
- ☑ pupils with special educational needs and disabilities (SEND)
- ☑ pupils who are in care (LAC);pupils with CAFs/ home issues
- ☑ pupils who are at risk of disaffection and exclusion.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of pupils.

Tracking of identified pupil groups is established.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes. This school believes that self-assessment is a teaching learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. Pupils are consulted on issues related to life at school, for example their progress, appropriate to their developmental level.

Extra curricular activities and special events, e.g. School productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

Behaviour, Discipline and Exclusion

This School expects high standards of behaviour from all pupils, appropriate for their developmental level. There are strategies to reintegrate long-term non-attenders and excluded pupils which address the needs of all pupils.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline. It is recognised that cultural background and disability may affect behaviour. Our School takes this into account when dealing with incidents of unacceptable behaviour. We monitor exclusions by gender, ethnicity, special educational need and background is also considered. Action is taken in order to address any disparities between different groups of pupils.

This School will take reasonable steps to prevent exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.

Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community language or large print.

Personal Development and Pastoral Care

Our pastoral care takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers' children.

The School would provide appropriate support if pupils had English as an additional language. We expect work experience providers to demonstrate their commitment to equality, including race equality.

Victims of harassment and bullying are given support using external agencies, where appropriate. The perpetrators are dealt with in line with School policy and are provided with relevant support to consider and modify their behaviour.

Admissions

The school admission is managed by the LA; they are committed to ensuring that this process is fair and equitable and in line with the Equalities Act 2010.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet, etc., is gathered in the Admission Form and preliminary visit to School or through a home visit if starting Reception.

Attendance

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

The School fully supports children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

We would expect full time attendance of all registered pupils.

Partnership with Parents and the Community

Information and meetings are made accessible for all. Progress reports to parents are clearly written and free from as much jargon as possible to encourage parents to participate in their child's education.

If necessary we would take steps to make the information accessible in other languages or formats for parents.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

This School encourages participation of under represented groups in areas of employment, e.g. through work experience placements.

Informal events are designed to include the whole community. This School works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference. The School's premises and facilities are equally available and accessible for use by all groups within the community.

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages;
- raising awareness of the similarities and differences between English and other languages;
- reflecting the multilingual nature of wider society in our resources and displays, language of the term and parents visiting to share their language

Race Equality

The School is fully committed to meeting its obligations under the Race Relations Amendment Act 2000, which was incorporated into the Equality Act 2010, and this is reflected in the policy statements. To meet the specific duties of the RRAA 2000 we will:

- ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable;

- respect and value differences between people;
- prepare pupils for life in a diverse society;
- make the school a place where everyone, taking account of race, colour, ethnic or natural origin, feels welcomed and valued;
- promote good relations between different racial and cultural groups within school and within the wider community;
- ensure that an inclusive ethos is established and maintained;
- acknowledge the existence of racism and take steps to prevent it;
- oppose all forms of racism, racial prejudice and racial harassment;
- be proactive in tackling and eliminating unlawful discrimination.

We will consider the implications for race equality and cultural diversity in planning and developing new policies.

Ethnic data is used to monitor areas of school life. Any pattern of inequality we find would be used to inform future planning so that we can eliminate racial discrimination.

Within our regular review cycle, we assess, monitor and evaluate policies and strategies that are relevant to equality.

Racist incidents, exclusions and other areas of school life identified in the School Development Plan will be shared with parents, Governors and staff on a regular basis. However, we will ensure that no published information will identify individuals.

Disability, Accessibility and Inclusion

The aim of our School is to ensure wherever possible that disabled people should have the same opportunities as non-disabled people in their access to education and prevent any form of unlawful discrimination on the grounds of disability. Our School believes that improving access to education and educational achievement by disabled pupils ensures equality of opportunity, encourages full participation in society, and improves the likelihood of independent living and economic self-sufficiency in the future. We believe that disabled people should be valued for what they can do rather than labelled for what they cannot.

The Governing Body will take appropriate measures to ensure it meets its statutory duties:

- not to treat disabled pupils and potential pupils less favourably than other non disabled pupils
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to develop the Disability Equality Scheme

Staff Training

The Governing Body will take steps to ensure that employees and those working with the authority of the School are aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for Schools. It will ensure that senior management of the School have a more detailed understanding of the requirements of the Disability Discrimination Act and the Disability Code of Practice for Schools.

Meeting the School's Anticipatory Duties

We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:

- ensuring that providers of facilities for school trips and extra curricular activities can accommodate disabled pupils before making bookings in advance;

- reviewing staffing arrangements to ensure the School is in a position to administer medicine if required;
- ensuring there are special arrangements in place for disabled pupils who are taking examinations;
- ensuring our policies and procedures for bullying cover issues of disability;
- working closely with parents and disabled pupils to identify potential barriers to participation and devise reasonable adjustments to overcome them;
- ensure that staff are briefed on the Codes of Practice for the Equality Act 2010
- We will take reasonable steps to find out whether prospective or existing pupils have a disability.
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This will include:

- creating an ethos and culture which is opening and welcoming so that parents and pupils feel comfortable about sharing information about the disability;
- asking parents when they visit the school during the admission process about the existence of a disability;
- providing continuing opportunities to share information;
- monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies.

Managing and Reporting Incidents

We promote good relations between people that are different. However, should such harmony be breached, the headteacher will record and report allegations which occur on the school premises in accordance with LA procedures. There will be a thorough investigations and the County's approved procedure will be followed. The School will review action taken to deal with incidents and will establish a support mechanism for victims and perpetrators alike.

The headteacher will report to Governors at the next meeting following any incident.

Impact assessments

Impact assessments refer to the review of all current and proposed policies and practices in order to help the school act to ensure no gender, racial group or disabled person is disadvantaged by school activities and to promote race, disability and gender equality. Impact assessments are an on-going process to ensure that our policies and practices develop, evolve and are incorporated into the school's planned review and revision of every policy.

Every new policy or procedure will be drawn up with regard to our duties to promote race, disability and gender equality and to eliminate discrimination and harassment within the school community.

KEY LEGISLATION

Equality strand legislation

Age Employment Equality (AGE) Regulations 2006

Disability Discrimination Act 1995, as amended

Special Educational Needs and Disability Act 2001

Disability Discrimination Act 2005

Gender (sex) Sex Discrimination Act 1975, as amended Equality Act 2006

Gender (reassignment) Sex Discrimination (Gender Reassignment) Regulations 1999

Race Relations Act 1976, as amended

Race Relations (Amendment) Act 2000

Religion or belief Employment Equality (Religion or Belief) Regulations 2003, as amended
Equality Act 2010

Sexual orientation Employment Equality (Sexual Orientation) Regulations 2003, as amended